Full Length Research Paper

Impact of Information Communication Technology on Teaching and Learning of Business Education

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Information communication technology has been described to mean the technology that facilitates the generation, processing, storage and dissemination of information, its essence is to enhance information flow. This paper has focuses on the effect of information communication technology on teaching and learning of business education in colleges of education. The population of the study consisted of all final year students of business education in Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos State. The sample consists of sixty (60) students of business education. A four likert scale was used for the questionnaire. Two null hypotheses were employed for the study. Structured questionnaire was used to collect information from the respondents. The findings of the study revealed that teachers are lagging behind in the use of ICT and that there are inadequate ICT facilities in colleges of education. The paper recommends among other that there should be well equipped ICT room in our colleges of education and lecturers should be given in-service-training on the use of ICT from time to time.

Key words: Information, communication technology, business education.

INTRODUCTION

Information communication technology has become key tools and had a revolution effect on how we live and see the world. It is making dynamic changes in society. ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individuals need, society is forcing schools aptly to respond to this technical innovation.

Ofodu, (2007) refers to ICT as electronic or computerized devices assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. ICT could therefore be defined as processing and sharing of information using all kinds of electronic devices an umbrella that includes all technologies for manipulation of communication and information.

Looking at the role of education in nation building and the population explosion in our institutions these days, the use of ICT in the teaching and learning process becomes imperative. This is true because its adoption by the teachers will enhance effective teaching. Such issues like good course organization, effective classroom management, content creation, self-assessment, self-study collaborative learning, task oriented activities and effective communication between the acts of teaching, leaning process and research activities will be enhanced by the use of ICT based.

Ajayi (2008) opined that teaching and learning of business education courses had gone beyond the teacher standing in front of a group of pupils and disseminating information to them without the students’ adequate participation. The author posited that with the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create vital environments to experiment and explore this new development is a strong indication that the era of teaching without ICT skills are gone. Any classroom teacher with adequate and professional skills in ICT utilization will definitely have his students perform better in classroom learning.

Ajayi (2008) further explained that the use of these
facilities involves various methods which include systematized feedback, computer-based operation/network, audio-conferencing, video conferencing, internet/worldwide website and computer assisted instruction. It must however be stressed that the effective use of the various methods of the ICT in teaching and learning depends on the availability of these facilities and teachers’ competence in using them. Observation has shown that there are no functional internet facilities in most of our tertiary institutions. This appears to hinder the extent of teachers’ exposure to the use of ICT in teaching and learning of business education courses.

Teaches as well as students in business education appear not to be knowledgeable in the use of ICT because there appear not to be enough training on ICT for both the teachers and the students of business education.

Various studies have shown the multifaceted problem militating against the effective use of ICT in teaching and learning process in schools. These include irregular power supply (Yusuf 2005, Ofodu 2007), inadequate computer literate teachers (Oyebanji 2003, Okebukola 1997, Collis and Moonen 2001). Inadequate fund (Babajide and Bolaji 2003) reluctance to change (Aribisala 2006) among others.

Statement of the Problem

This study focuses on the relevant of Information communication technology in effective teaching and learning of business education. Business education is experiencing shortage of ICT and human resources required for taking advantages of emerging chronologies in our society. There is very limited information on the current use of ICT in the teaching and learning of business education. Among the problem facing effective use of ICT in teaching/learning of business education are insufficient numbers of computers, inadequate fund, lack of suitable software etc.

Purpose of the Study

The purpose of this study is to critically examine the effect of information technology on the teaching and learning of business education. The main objective of the study is to:

- Determine how ICT can be used to enhance students’ performance.
- Determine adequacy of ICT facilities available for teaching business education
- Identify constraints to effective utilization of ICT facilities

Research Questions

i. To what extent are the ICT facilities available for teaching and learning of business education in our tertiary institutions?
ii. To what extent are teachers and students of business education exposed to ICT facilities?
iii. What are the constraints to effective utilization of ICT in teaching and learning of business education courses?

Hypotheses

i. There is no significant relationship between ICT facilities and teaching and learning of business education in tertiary institution.
ii. There is no significant relationship between exposure of teachers and students to ICT facilities in business education

Significance of the Study

This study intends to find out the effect of ICT in tertiary institution. It will be useful in examining and analyzing the problems facing the use of ICT in colleges of education if fully and properly integrated into the business education curriculum. It shall also be relevant in the process of solving these problems and in seeking ways by which ICT can be continuously applied effectively in tertiary institutions.

The findings of this study will be of significant to business education students, lecturers, curriculum planners as well as government and employer of labour.

Meaning and Concept of ICT

ICT stands for Information Communication Technology and is defined for the purpose of this study as those technologies that are used for assessing, gathering, manipulating and presenting of communication of information (Abdulsalam 2007). The technology could include hardware (computers and other devices), software applications, and connectivity (access to the internet, local networking infrastructure, video conferencing, board casting and technologies (radio and television) and telephony. Akubuilo (2007) contends that Information and Communication are at the very heart of educational process and consequently ICT use in education has a long history. Bandele (2006) also notes that the grounds well of interest in the newer computer and internet technologies to improve educational efficiency.
and effectiveness distracts attention from the longer and richer history of older technologies such as radio, television and print to support instructional delivery.

Bandele (2003) laments the tendency to interpret ICT as being restricted to the newer technologies. He considers that our understandings for ICT use in professional development should be broadened to include the value of blended learning solution which he defines as the combination of printed text materials, radio, video and face-to-face practical experience alongside the use of computers and internet to enable people to learn effectively in ways that are appropriate to their needs. From the above, it is clear that ICT involves the development of communication gadgets which can be used in information management and dissemination, over a wide or within a controlled area, all of the purpose of enhancing the effectiveness of information.

Meaning of Business Education

Business education is an academic discipline and is relatively new development in Nigeria education scene. It is a multi- various discipline which includes commerce, typewriting, shorthand, accounting, marketing, office practice, management etc all these aforementioned courses are carried out consciously or unconsciously on a daily basis. In fact, it is the measurement of it that determines the direction of a nation economy progress and advancement. It is the development in the economy that aids the growth of the nation.

Wilson (1999) views business education as a broad based business programme having a composite of course in general education, basic business which represents a broad and diverse discipline that includes in all types of educational delivery system.

Effect of Information Communication Technology on Effective Teaching and Learning of Business Education

Despite the growing body of evidence on the impact of Information communication technology on business education students whether it will deliver its potential depends to a large extent on how business education teachers uses Information communication technology within the teaching and learning process. As the evidence shows impacting on teachers, practices have been proven to be difficult endeavour whereas teachers estimate high impact of ICT on learning and learning outcome, their perceived impact on teaching methodologies are seen to be much more moderate (Ajayi and Ekundayo 2007).

Most progress has been made in recent years in raising business education teachers’ positive attitude towards Information communication technology by realizing it values for learning through experience and embedded uses. Teachers increasingly use Information communication technology to prepare their work more efficiently and effective in order to achieve time gains. As the latest euro barometer bench marking survey (published in September 2000) 90% of teachers in Europe already uses Information communication technology (ICT) to prepare their lesson.

There is also evidence of changes in role of teachers either force by the technology itself or more actively steered by teachers. In changing the teachers-students relationship, as part of the new educational paradigm the most difficult process for teachers is to give up control and have more trust in students planning their work independently (Bryer’s 2004).

An important finding is that ICT impact more in e- mature school, e-confident teachers, suggesting that once the foundation are laid, the benefit will be considerable. The challenge is therefore to enable all teachers and schools to reach e-maturity.

Problem Associated With Information Communication Technology as Medium of Instruction for Effective Teaching and Learning of Business Education

Anderson and Smith (2007) Baras (2004). Osborne and Withrock (2010) have all examined where these problems occur and how they occur, among which they considered as follows:

1. Students misconceptions in science: Several studies have found that students often have wrong ideals about basic leaning to prevent the assimilation of new learning thus, can also interfere with students’ problem solving.

2. Students prior experience: Students prior experiences has a profound effect on their view of phenomena and their willingness to accept other more scientific grounded explanation or theories (Carey 2006). He further argued that students cognitive development in learning consist of changing the knowledge framework or prior knowledge. In order words, identification and alteration of students’ misconception is the key to conceptual change in teaching. He therefore, suggested that we first need to examine the view that students hold in learning and take into account their perception and view point before building on them and/or modifying ideas. Instruction from the perspective means that teachers must
integrate new knowledge with students’ prior knowledge of scientific phenomena.

3. **Cultural differences:** The successful use of some strategies appear to exhibit not only age and ability differences, but also strategies that enable students to link new information to prior knowledge may exhibit age or cultural related differences.

**METHODOLOGIES**

**Research Design:** This study adopts descriptive survey type because the study is designed to investigate the effects of Information communication technology on teaching/learning of business education. Hence, all necessary data will be collected using questionnaire upon which inferences will be drawn for the study.

**Population:** The target population involves students of business education in Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos State.

**Sample and Sampling Techniques:** The sample use in this study consist of 60 final year students of Business Education Department, Adeniran Ogunsanya College of Education, simple random sampling technique was used in selecting the respondents from the population.

**Research Instrument:** The major instrument used in this study was a well-structured and well validated questionnaire. The questionnaire consisted of two sections. Section A sought information about the respondents such as sex, age, level etc while section B consisted of ten (10) items that were raised based on hypotheses stated for the study. Respondents were however expected to choose an option that best suits them which include Strongly Agree, Agree, Disagree and Strongly Disagree.

**Procedure for Data Collection:** The researcher administered the questionnaire personally to the respondents. Before the respondents start to respond to the items, the aims of the whole exercise were explained to them. They were asked to answer all questions as honestly as possible and were assured of the confidentiality of any information given.

**Method of Data Analysis**

All data were synthesized and analysed using frequency count, simple percentage and chi-square.

**Presentation of Result and Discussion**

The result of data obtained and the discussion are stated below:

**Testing of Hypotheses**

**Hypothesis one**

There is no significant relationship between ICT facilities and teaching and learning of business education (table 1).

**Results**

The calculate $X^2$ value of 113.085 is greater than the table $X^2$ value 21.026 as a result, the null hypothesis was rejected. This implies that the alternative hypothesis which says there is significant relationship between ICT facilities and teaching and learning of business education is accepted.

In support of the hypothesis, Uwin (2004) is of the view that ICTs are sympathetic mode to mobilize teachers’ creativeness and make them didactic practice more flexible and ingenious. The dominant paradigm so far is that teacher needs to be taught likewise they are supposed to teach students later on. The dilemma of bringing teachers and would-be teachers to a new didactic method like the integration of ICTs, come from the fact that teachers themselves have been taught in traditional ways for many years. However, many countries experience a dramatic lack of students willing to be teachers.

Burner (2007) also posits that ICTs are no longer an instructional means to provide pre-requisite learning activities, it offers an exploratory space here the learners are in-charge. Another new role of a teacher is that of a facilitator; a person who stimulates the learners to take risk, understand by analogy and reflection. Its essence is pedagogical and should not be underestimated.

**Hypothesis two**

There is no significant relationship between exposure of teachers and students to ICT facilities in business education (table 2).

**Results**

The calculate $X^2$ value of 117.005 is greater than the table $X^2$ value 21.026 as a result, the null hypothesis was rejected. This implies that the alternative hypothesis which says there is significant relationship between exposure of teachers and student to ICT facilities in business education is accepted. Wales (2007) revealed that level of technological development is indicative now-
Table 1(a). Relationship between exposure of teachers and students to ICT facilities in business education

<table>
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<tr>
<th>S/N</th>
<th>ITEM</th>
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<th>D</th>
<th>SD</th>
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<td>1</td>
<td>Availability of information communication facilities have no effect on teaching and learning of business education</td>
<td>3</td>
<td>7</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Availability of ICT facilities affects its application in teaching and learning process</td>
<td>21</td>
<td>19</td>
<td>9</td>
<td>11</td>
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<tr>
<td>3</td>
<td>Availability of personnel affects the use of ICT in teaching and learning of business education</td>
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<td>Availability of IT has improved learner’s understanding of concepts and abstract in business education</td>
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<td>21</td>
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<td>5</td>
<td>Availability of information technology has positive effect on teaching and learning of business education and its uses has positive effect on teaching and learning of business education</td>
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<td>Total</td>
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<td>81</td>
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Table 1(b). Summary of chi-square compilation.

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Table 2 (a). Relationship between exposure of teachers and students to ICT facilities in business education

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<tbody>
<tr>
<td>6</td>
<td>Teachers ability to use ICT depend on the level of experience possessed to use new software tools to improve teaching and learning of business education</td>
<td>25</td>
<td>18</td>
<td>2</td>
<td>15</td>
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<tr>
<td>7</td>
<td>A well trained teacher who is dynamic an innovative will adopt the use of ICT than poor trained teacher</td>
<td>18</td>
<td>31</td>
<td>8</td>
<td>3</td>
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<td>8</td>
<td>Teachers length of teaching and experience does not influence the use of ICT in business education</td>
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<td>9</td>
<td>12</td>
<td>23</td>
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<td>9</td>
<td>Learner’s ability to use ICT facilities do not influence understanding positively in teaching/learning of business education even when ICT facilities are used as instructional materials</td>
<td>36</td>
<td>13</td>
<td>8</td>
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<td>10</td>
<td>Periodic training of teachers in the use of ICT facilities do not improve exposure of learners to their use</td>
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<td>Total</td>
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Table 2 (b). Summary of chi-square compilation.

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-adays not only of the economic power and living standards of a particular country but also of the place and role of this country in the global community and the scope and prospects of its economic and political integration with the rest of the world. At the same time, the level of development and utilization of modern technologies in different countries is determined not only by their material resources but, to a large extent, by the degree of society’s ability to produce, absorb and apply new technology. These achievements, in turn, are tightly
linked to the level of education. These processes are largely driven by information and communication technologies, where scientific knowledge and information increasingly determine new patterns of growth and creation of wealth and present possibilities to reduce poverty more effectively.

**CONCLUSION**

The finding of this study has shown that business education is lagging behind the level of application of ICT in the teaching/learning process. The ICT facilities are lacking in our institutions, the capacity for using ICT by both the teachers and students is also very low. Despite the perceived benefits in the use of ICT in schools, there are a lot of factors inhibiting the successful application of ICT in tertiary institutions. In order to fit into the new scientific order, it is necessary for Nigerian institutions and individuals alike to develop a society and culture that places a high level on information and communication technology.

From the study it can be concluded that ICT facilities are not readily available in our schools and that there is low level of ICT utilization in our tertiary institutions. The study revealed that most teachers lack basic skills to use the computer and other ICT devices.

**RECOMMENDATIONS**

The findings of the study will be of help to educational system hence, the following recommendations are presented to improve or promote educational system:

- Business education teachers should endeavour to employ ICT in the teaching and learning process
- Effort should be made to enhance the knowledge of Business education teachers through various seminars, workshops, in-service training on ICT programme
- Business education teachers should master the use of ICT in order to appreciate this modern approach of teaching
- Students should be taken out for field trips or excursion as this will give them a reality of experience as to the uses of ICT
- ICT laboratory should be provided for all schools in order to make teaching real to learners.

**REFERENCES**


